

Student Learning Objective (SLO) Process

Step 1: Levels of Preparedness

What prior academic skills and knowledge should my students have mastered before entering my classroom/course?

What current academic skills and knowledge do my students need in order to be successful in my classroom/course?

What prior year assessments and/or other data sources should I collect and analyze to determine the Levels of Preparedness?

Collect multiple forms of evidence to help identify any risk factors that would hinder the students' progress within the course.

- State standardized assessment results, past grades, benchmark testing scores, subgroup status, attendance, discipline, and any other relevant data

Using the multiple forms of evidence, rank order the students based on a specific content area using the three Levels of Preparedness.

- High Level of Preparedness
- Adequate Level of Preparedness
- Low Level of Preparedness

Step 2: Choosing Quality Assessments

Select a baseline or universal screening tool for all students.

- State standardized assessments
- AIMS, AZMerit, Stanford 10, AZELLA
- Publisher purchased assessments
- ATI Galileo, DIBELS
- Teacher/LEA Designed Assessments
- Portfolios, Teacher Created Assessments

Determine if the assessment is appropriate and acceptable.

- Is it aligned to the AZCCRS?
- Is it rigorous?
- Are the questions representatives of all levels of Webb's Depth of Knowledge (DOK)?
- Is it valid, reliable, and free from bias?

Share with LEA or school site administrator for approval.

Administer and score the assessment for ALL students within the first few weeks of the school year, semester, or course.

Compare and validate baseline data with the Levels of Preparedness. Make any necessary adjustments to the students' rankings.

Step 3: Setting SLO Goals

Create an SLO Achievement Goal and Cut Score that is set for ALL students to achieve towards and beyond mastery of the most important content standards.

Example: At least 85% of the students will demonstrate proficiency by a minimum score of 75% on the American History end-of-course exam in May.

Create an SLO Growth Goal and Cut Score that is set for ALL students to demonstrate significant growth towards mastery.

- Option 1: Each level of students are given an average growth cut score range for their level.
- Option 2: Each student is given an individualized growth cut score.

If your class uses performances, portfolios, projects and/or any other non-scripted material as a means of assessment, a rubric or category based tool may be used to write the SLO statements and determine cut scores.

Share with LEA or school site administrator for approval on both Achievement and Growth Statements within first quarter of school.

Step 5: Summative Conference

At the end of the school year, the teacher will administer and score the end-of-course assessment.

The teacher and administrator analyzes the collective data and determines if the students made their goals.

The administrator then provides a summative evaluation score and sets next year's goals with the teacher.

A mid-year conference between the administrator and teacher will take place reviewing the students' data and progress. At this time, adjustments to the instructional strategies should be reviewed based on the students' progress towards the SLO goals.

Step 4: Monitor and Adjust

As the school year progresses, the teacher will assess the students' progress, collect student data, and refer to the SLO goals and cut scores to determine if the students are on target to meet their goals.

In collaborative teams, teachers will discuss data, refining instruction as needed.

